

Teen Pregnancy Prevention Program

Approved Curricula Adaptations Guide

The Arizona Department of Health Services (ADHS) has adopted a process for approval of curricula adaptations to maintain fidelity in program delivery. There are three (3) levels of adaptations known as Green Light, Yellow Light, and Red Light.

<i>Green Light Adaptations</i> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	<i>Yellow Light Adaptations</i> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	<i>Red Light Adaptations</i> should be avoided because they compromise or delete one or more core components of a program.
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Programs requesting any type of adaptation submit a *curricula adaptation request* form prior to delivering the curricula in an adapted manner. Adaptations that are classified as Yellow and Red light require written approval from the curricula developers in order to be approved by ADHS.

The purpose of this document is to:

- 1) provide programs with the curricula adaptations that have thus far been requested by Arizona teen pregnancy prevention programs and approved by both developers and ADHS;
- 2) eliminate the need for programs to obtain developer written approval for adaptations that have previously been requested and approved;
- 3) allow programs to reference this document as developer acceptance of an adaptation when submitting curriculum adaptation request forms.

In addition to this document, certain curricula developers have adaptation kits available on-line which outline green, yellow, and red light adaptations. Programs can reference the documents listed below when needing to make an adaptation.

- Draw the Line/Respect the Line http://pub.etr.org/upfiles/DTL_Guidelines_070111.pdf
- Making A Difference <http://www.etr.org/ebi/assets/File/Adaptations/MAD-Grantee-Guide.pdf>
- Making Proud Choices <http://www.etr.org/ebi/assets/File/Adaptations/MPC-Grantee-Guide.pdf>
- Reducing the Risk http://recapp.etr.org/recapp/documents/programs/RTR_Adaptation_Kit.pdf

Approved Adaptations

Listed below are the programs for which ADHS Teen Pregnancy Prevention Programs have requested adaptations.

- All green, yellow and red light adaptations listed below have been approved by the developers.
- **Any program wishing to replicate one of the adaptations listed must still submit the “curriculum adaptation request form” to their program manager (*Appendix A*) but can reference this document for developer approval.**

<i>Choosing the Best – WAY</i>		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Deliver curriculum 1 time/week for 6 weeks instead of in 6 consecutive days.	Curriculum can be delivered weekly as long as lessons are implemented with fidelity.
	Deliver curriculum to 7 th grade students.	Choosing the Best programs may be moved up or down a grade level based on school or community group preference.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Delivering the curriculum in two all-day workshops (4 lessons per day).	Curriculum may be implemented in a shorted schedule so long as all lessons are implemented with fidelity. Developer recommends inserting breaks or energizers between lessons.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

Choosing the Best – PATH

Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Delivering the curriculum in block periods or extended periods longer than 50 minutes in length.	For block scheduling, Choosing the Best recommends teaching a full lesson, then part of the next lesson picking up the rest of the 2 nd lesson the following day. It is recommended that a plan be written outlining start and stop points for each block period.
	Deliver curriculum 1 time/week for 8 weeks instead of in 8 consecutive days.	Curriculum can be delivered weekly as long as lessons are implemented with fidelity.
	Deliver curriculum to 8 th grade students.	Choosing the Best programs may be moved up or down a grade level based on school or community group preference.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Delivering the curriculum in two all-day workshops (4 lessons per day).	Curriculum may be implemented in a shorted schedule so long as all lessons are implemented with fidelity. Developer recommends inserting breaks or energizers between lessons.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

Choosing the Best - LIFE

Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Delivering the curriculum in block periods or extended periods longer than 50 minutes in length.	For block scheduling, Choosing the Best recommends teaching a full lesson, then part of the next lesson picking up the rest of the 2 nd lesson the following day. It is recommended that a plan be written outlining start and stop points for each block period.
	Deliver curriculum 1 time/week for 8 weeks instead of in 8 consecutive days.	Curriculum can be delivered weekly as long as lessons are implemented with fidelity.
	Deliver curriculum to 9 th grade students.	Choosing the Best programs may be moved up or down a grade level based on school or community group preference.

<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Shortening the delivery time for one lesson, from 50 minutes to 39 minutes in the series of 8 lessons due to school scheduling.	Choosing the Best allows this adaptation as long as the core components of the lesson are being delivered and a school is allowing the required consecutive days for lesson delivery.
	Delivering the curriculum in two all-day workshops (4 lessons per day).	Curriculum may be implemented in a shorted schedule so long as all lessons are implemented with fidelity. Developer recommends inserting breaks or energizers between lessons.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

Choosing the Best – JOURNEY

Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Delivering the curriculum in block periods or extended periods longer than 50 minutes in length.	For block scheduling, Choosing the Best recommends teaching a full lesson, then part of the next lesson picking up the rest of the 2 nd lesson the following day. It is recommended that a plan be written outlining start and stop points for each block period.
	Conducting the HIV cup activity from Choosing the Best Life for bigger impact on how HIV spreads.	Because some students learn best visually, providing additional visual reinforcement may increase effectiveness, provided doing so does not replace other learning strategies.
	Deliver curriculum 1 time/week for 8 weeks instead of in 8 consecutive days.	Curriculum can be delivered weekly as long as lessons are implemented with fidelity.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Shortening the delivery time for one lesson, from 50 minutes to 39 minutes in the series of 8 lessons due to school scheduling.	Choosing the Best allows this adaptation as long as the core components of the lesson are being delivered and a school is allowing the required consecutive days for lesson delivery.
	Delivering the curriculum in two all-day workshops (4 lessons per day).	Curriculum may be implemented in a shorted schedule so long as all lessons are implemented with

		fidelity. Developer recommends inserting breaks or energizers between lessons.
<i>Red Light Adaptations</i> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.
<i>Choosing the Best – SOUL MATE</i>		
Adaptation Type	Adaptation Requested	Rational Guidance
<i>Green Light Adaptations</i> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Delivering the curriculum in block periods or extended periods longer than 50 minutes in length.	For block scheduling, Choosing the Best recommends teaching a full lesson, then part of the next lesson picking up the rest of the 2 nd lesson the following day. It is recommended that a plan be written outlining start and stop points for each block period.
	Deliver curriculum 1 time/week for 8 weeks instead of in 8 consecutive days.	Curriculum can be delivered weekly as long as lessons are implemented with fidelity.
<i>Yellow Light Adaptations</i> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Delivering Soul Mate curriculum to classes mixed with 10 th , 11 th , and 12 th grade students when students have already had Choosing the Best Journey.	Choosing the Best Soul Mate is designed for youth in 11 th and 12 th grades. 10 th grade youth mixed in the class who have already taken Choosing the Best Journey may participate in Soul Mate.
	Shortening the delivery time for one lesson, from 50 minutes to 39 minutes in the series of 5 lessons due to school scheduling.	Choosing the Best allows this adaptation as long as the core components of the lesson are being delivered and a school is allowing the required consecutive days for lesson delivery.
	Delivering the curriculum in two all-day workshops (2-3 lessons per day).	Curriculum may be implemented in a shorted schedule so long as all lessons are implemented with fidelity. Developer recommends inserting breaks or energizers between lessons.
<i>Red Light Adaptations</i> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

CUIDATE		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	None at this time.	None at this time.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Using fingers to replace a penis model for condom demonstrations/practice	If programs do not have access to penis models, the condom demonstration can be done by replacing the model with a person's fingers.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.
Draw the Line		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	None at this time.	None at this time.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Replace HIV guest speaker with an informational video.	If programs do not have access to a guest speaker with HIV who can share their experience of living with the disease, this lesson can use a video featuring similar testimonies from people living with HIV.
	Replace condom demonstrations with a mini-lecture and worksheet.	Replace the live condom demonstration with a description of condom application and an informational worksheet that still provides youth with condom information.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.
Making A Difference		

Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Replace the video “Tanisha and Shay” in the curriculum	Replacing the video “Tanisha and Shay,” with a video that covers the same content, to more closely reflect the age/ethnicity of the area.
	Changing the names of the youth in roles plays and handouts	Changing the names of youth in role plays and handouts, without changing the content, to more closely reflect common names of youth in the community.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	None at this time.	None at this time.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

Making Proud Choices

Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Implementing the program with high school aged youth	Though the program’s targeted population is junior high aged youth, the curriculum can be delivered to an older population and still maintain the fidelity of the program.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Replacing condom demonstrations with a “condom line-up”	When replacing the demonstration with the line-up, programs need to deliver the Making Proud Choices adapted activity 7.4 (<i>Appendix B</i>)
	Using fingers to replace a penis model for condom demonstrations/practice	If programs do not have access to penis models, the condom demonstration can be done by replacing the model with a person’s fingers.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

<i>Native Stand</i>		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Condensing the 29 lesson curriculum to 10 lessons	Condensing curriculum to fit a community's need and ensuring that the required ADHS sexual health/ development topics are included in the condensed version. <i>(Appendix C for a 10-lesson schedule)</i>
	Condensing the 29 lesson curriculum to 21 lessons	Condensing curriculum to fit a community's need and ensuring that the required ADHS sexual health/ development topics are included in the condensed version. <i>(Appendix D for a 21-lesson schedule)</i>
	Adapting Barbie doll activity in Lesson 8 - Drugs & Alcohol (of 10-week adaptation schedule) with baby simulator undressed only to the diaper.	Replacing the Barbie doll with a baby simulator or baby doll for this activity may be a more appropriate approach for certain communities.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	None at this time.	None at this time.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.
<i>Promoting Health Among Teens – Comprehensive Abstinence & Safer Sex</i>		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	None at this time.	None at this time.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	Facilitator and youth using their fingers to replace a penis model for condom demonstrations/ practice	If programs do not have access to penis models, the condom demonstration can be done by replacing the model with a person's fingers.

<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	Replacing condom demonstration with a “condom line-up.”	The condom demo is core to the intervention. It is a skill building activity which facilitates behavior change. The activity can be adjusted by using ones hand, a water bottle, cucumber, banana, etc, but should not be omitted.
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<i>Reducing the Risk</i>		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Lengthening each class to more than 45 minutes and incorporating the reproductive life plan throughout the 16 weeks of lessons to reinforce content of the curriculum	Lengthening classes can allow more time for review of previous lessons, discussion, questions, role-play practice, personalization activities and other activities. This may increase effectiveness.
	Adding the use of slides when discussing sexually transmitted diseases	Because some students learn best visually, providing additional visual reinforcement may increase effectiveness, provided doing so does not replace other learning strategies.
	Tailoring content by using a jeopardy game to review/ reinforce the material in the curriculum	Tailoring the content for your particular learners could increase its effectiveness, if done carefully. You can use an optional <i>RTR</i> Activity Kit that includes posters and cards for a more visual presentation of the material. In addition, you can use optional Student Workbooks that are available in both English and Spanish. You can make other minor adaptations in order to help your learners relate to the content, provided you do not change the basic ideas and skills in the activities.

	Adapt Lesson 7 “Shopping Information” activity by presenting a variety of condoms and foams to students in class	Students who lack transportation to complete this activity in a local store can learn about different products within a classroom setting, while still having the chance to see these items in person.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum development be consulted.	<p>Adding information and/or activities to lessons:</p> <ul style="list-style-type: none"> • Incorporating reproductive anatomy into lessons 3 and 4 of the curriculum • Add activity that simulates what it’s like to be under the influence of alcohol and drugs relating it to inability to remember/ use protection 	After conducting an assessment of youth, there may be other important determinants of sexual risk-taking behavior that are not addressed in <i>RTR</i> and that you believe should be addressed. Although it is possible to add activities to address these topics and risk and protective factors, it is important not to add too many additional activities or classes, which could make the program too long and cause retention problems. And, of course, if you add activities to address additional risk and protective factors, you should make sure that (1) the activities can have a marked impact on that new factor and (2) that factor does, in fact, have a marked impact on the sexual risk behavior.
	<ul style="list-style-type: none"> • Adding a 10-minute portion of the video “The Truth about Sex” to increase effectiveness when teaching about HIV/STDs • Adding videos from the Making Proud Choices curriculum to supplement lessons of similar subject matter 	Adding videos can increase effectiveness if they do not replace other activities or shorten time allocated to other activities.
	Replacing condom demonstrations with a “condom line-up”	If the condom demonstration violates school guidelines, then it can be replaced with a mini-lecture, condom line-up, or video providing the same

		information.
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.
<i>Smart Girls</i>		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Condensing the 9 lesson curriculum to 7 lessons	Condensing curriculum to fit a community's need but ensuring core components and activities are not deleted, and that the required ADHS sexual health/development topics are included. <i>(Appendix E for a lesson schedule)</i>
	Condensing the 9 lesson curriculum to 6 lessons	Condensing curriculum to fit a community's need but ensuring core components and activities are not deleted, and that the required ADHS sexual health/development topics are included. <i>(Appendix E for a lesson schedule)</i>
	Adding information about the different products available for use during menstrual cycle and explaining how to use properly	Because some students learn best visually, providing additional visual reinforcement may increase effectiveness, provided doing so does not replace other learning strategies.
	Adding reproductive life plan book lesson(s) before delivering any curriculum and after delivering all curriculum.	Adding components of the life plan prior to beginning or after all curriculum has been delivered is a good time to introduce youth to the importance and need of making healthy life decisions. Because the content is delivered prior to or after all curriculum is delivered it does not interfere with the core components of the curriculum.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change theory and curriculum	None at this time.	None at this time.

development be consulted.		
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.
Wise Guys		
Adaptation Type	Adaptation Requested	Rational Guidance
<u>Green Light Adaptations</u> are safe and encourage changes to program or curriculum activities to better fit the age, culture, and context of the priority population.	Condensing the 10 lesson curriculum to 8 lessons	Condensing curriculum to fit a community's need but ensuring core components and activities are not deleted, and that the required ADHS sexual health/development topics are included. (<i>Appendix F for a lesson schedule</i>)
	Condensing the 10 lesson curriculum to 7 lessons	Condensing curriculum to fit a community's need but ensuring core components and activities are not deleted, and that the required ADHS sexual health/development topics are included. (<i>Appendix F for a lesson schedule</i>)
	Condensing the 10 lesson curriculum to 6 lessons	Condensing curriculum to fit a community's need but ensuring core components and activities are not deleted, and that the required ADHS sexual health/development topics are included. (<i>Appendix F for a lesson schedule</i>)
	Adding reproductive life plan book lesson(s) before delivering any curriculum and after delivering all curriculum.	Adding components of the life plan prior to beginning or after all curriculum has been delivered is a good time to introduce youth to the importance and need of making healthy life decisions. Because the content is delivered prior to or after all curriculum is delivered it does not interfere with the core components of the curriculum.
<u>Yellow Light Adaptations</u> should be made with caution and it is highly recommended that an expert in the behavior change	None at this time.	None at this time.

theory and curriculum development be consulted.		
<u>Red Light Adaptations</u> should be avoided because they compromise or delete one or more core components of a program.	None at this time.	None at this time.

Note: This document will posted on the Teen Pregnancy Prevention SharePoint site – TPP info Library for future reference. It will be updated monthly.

Appendix A – Curricula Adaptation Request Form

Teen Pregnancy Prevention Program

Curricula Adaptations Request Form

Contractor	Contact Information	Contract #	Program Funding	Curriculum
Reason for Adaptation:				
Proposed Adaptation/add-on Activities:				
Rationale for Why Adaptation/Add-on Activity is Needed:				
Description of how the adaptation/add-ons will be integrated into the existing program without affecting the core components:				
Please List Attachments Accompanying this Request (i.e., copy of developer adaptation approval, any other supplemental materials):				
For ADHS Program Manager Use:				
Adaptation Type: Green Light Yellow Light Red Light				
_____ Approve _____ Deny				

Program Manager Signature: _____ Date: _____

Activity 7-4

Condom Line-Up

Description of Activity

Objectives: Students will be able to:

Describe the proper order of steps for using a condom correctly

Risk and Protective Factors Affected:

Self-efficacy to use a condom correctly

Activity:

In advance, the educator prepares two sets of 5 x 8 cards with the following steps for using a condom properly. Each set has 11 cards; each card has one step. These steps include the following kinds of steps, which can be modified or supplemented:

- a. Purchasing a condom
- b. Checking the date of the package to make sure it has not expired
- c. Carefully removing the condom from the wrapper without puncturing it and checking to make sure it is good
- d. Putting it on the penis so that it unrolls properly
- e. Pinching the tip to keep out the air and allow sufficient space at the tip for the semen
- f. Unrolling it all the way
- g. Applying a water-based lubricant (but not an oil-based lubricant), if desired
- h. Keeping it on during sexual intercourse
- i. Holding the condom around the base of the penis and withdrawing from the partner
- j. Taking off the condom carefully so that no semen comes out
- k. Disposing of it properly

Twenty-two students are divided into two teams; each team gets one set of cards, one for each team member.

The team members have to read and hold up their cards and then get in a line such that the steps are in the correct order. The first team to line up properly wins the competition.

Important Considerations in Using It

This activity should only be implemented if school policies and community norms support its use. It can generate lots of fun and excitement.

References for Lessons That Describe a Similar Activity More Fully

1. *Making Proud Choices, Module 7, Activity A: Condom Line Up*
2. *Safer Choices, Level 1, Class 9, Activity 2: Practicing Proper Use of Condoms*

Appendix C - Native Stand – 10 Lesson Schedule

	Session Name	Session/ Section	Section Title	est time req.	Comments
1	Introduction/Pre-Test			60	
2	Goals & Values	6-1	Welcome/overview/attendance/learning tools	5	
			Ground Rules	3	
		6-2	The Seven Grandfathers	10	
		6-3	Introduction to Values	5	
		6-4	Values Voting	20	
		6-7	Closing	5	
				48	
3	Healthy Relationships	7-1	Welcome/Intro/attendance/Question Box (QB)	3	
		7-2	What Is Love?	10	
		7-4	Sex vs. Intimacy	5	
		7-5	What is a Healthy Relationship?	5	Handout for them to read on own
		7-6	Are you in a Healthy Relationship?	10	
		20-3	What is Abuse?	5	Handout for them to read on own
		20-4	Say Something/Teen Dating Bill of Rights	10	
		7-7	Closing	2	
				50	
4	Reproductive Health Part 1	8-1	Welcome/Intro/attendance/Question Box (QB)	3	
		8-2	"What do ya know?" Quiz	5	
		8-4	Learning Parts	25	Take time here
		8-5	Big Changes: Stages of Adolescent Development	15	Handout
		8-6	"It's that time of the month... Again!"	5	Handout
		5-7	Closing	3	
				56	

5	Reproductive Health Part 2	9-1	Welcome/Intro/attendance/Question Box (QB)	3	
		9-2	Mad Lib	10	
		9-3	The Sperm & The Egg Activity	10	"How does pregnancy happen" handout
		9-4	Healthy Pregnancies	5	
		9-5	Keeping Healthy	10	
		9-6	GLBTQ Reproductive Health Issues	5	Handout
		9-7	"What do ya know?" Quiz Answers	5	
		6-7	Closing	3	
				51	
6	STD's	14-1	Welcome/Intro/attendance/Question Box (QB)	3	
		14-3	STD Quiz	10	
		14-4	STD Overview	25	Take time here.
		14-5	Local STD Data	5	Handout. Prepare local data.
		14-6	STD Facts Brochure Overview	3	give this brochure to look at on own
		15-3	Getting Tested - Know your Rights	5	
		14-9	closing	3	
				54	
7	Pregnancy	11-1	Welcome/Intro/attendance/Question Box (QB)	3	
		11-2	Pregnancy/Parenting in the First Person	25	Use YouTube clip if necessary
		11-4	Risks of Teen Parenthood	5	Handout
		12-2	Birth Control Methods Overview	5	Give "Out of 100" Handout
		11-5	Pregnancy Role Play "Once is Enough"	20	
		11-6	Closing	3	
				61	
8	Drugs & Alcohol	21-1	Welcome/Intro/attendance/Question Box (QB)	3	
		21-2	Intro to Alcohol & Drugs	10	Show video clip
		21-3	Drunk Barbie	20	
		21-4	Effects of Drugs & Alcohol on Sexual Behavior	5	
		21-5	Myths & Facts About Drugs	20	
		21-6	Closing	3	
				61	
9	The Downside to Hooking Up				

		10-2	Assessing Your Daily Risk	5	
		10-3	Benefits of Abstinence	10	
		10-5	Risk Continuum	20	
		10-6	Reducing Sexual Risk	10	
		22-2	Communication Styles	5	Handout
		22-5	Refusal Skills	10	
		10-7	Closing	3	
				63	
10	Closing/Post-Test			60	

Appendix D - Native Stand – 21 Lesson Schedule

Lesson	Lesson Name
1	Welcome & Introduction
2	Team Building
3	Honoring Diversity/Respecting Differences
4	Goals & Values
5	Healthy Relationships
6	Reproductive Health
7	Reproductive Health
8	Downside of Hooking Up
9	Pregnancy & Parenting
10	Preventing Pregnancy
11	Sexually Transmitted Diseases
12	HIV/AIDS
13	Health Care Clinics
14	Taking Care of the Whole Person
15	Drugs & Alcohol
16	Negotiation & Refusal Skills
17	Decision Making
18	The Stages of Change
19	Effective Communication
20	Being a Peer Leader
21	Putting it all Together

Appendix E – Smart Girls Lesson Schedule

<u>7 sessions:</u> Lesson 1: Self-Esteem Lesson 2: Decision Making/Smart Goals Lesson 3: Be Assertive Lesson 4: Smart Bodies Lesson 5: Avoid Pregnancy Lesson 6: Avoid STIs/STDs Lesson 7: Smart Relationships	<u>6 sessions:</u> Lesson 1: Self-Esteem Lesson 2: Smart to Be Assertive Lesson 3: Smart Bodies/Avoid Pregnancy Lesson 4: Avoid STI's/STD's Lesson 5: Smart Relationships Lesson 6: Smart Goals
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Appendix F

Wise Guy – Adaptation Schedules

The following topics represent the standardized Wise Guys course schedule to be used according to the number of sessions allotted to a particular group.

<p><u>10 session:</u></p> <ul style="list-style-type: none">1 - Myself2 - Personal and Family Values3 - Communication and Masculinity4 - Sexuality5 - Dating Violence6 - Abstinence and Contraception7 - Sexually Transmitted Infections8 - Goal-Setting9 - Decision-Making10 - Parenthood	<p><u>8 session:</u></p> <ul style="list-style-type: none">1 - Myself2 - Personal and Family Values3 - Communication and Masculinity4 - Sexuality5 - Dating Violence6 - Abstinence and Contraception7 - Sexually Transmitted Infections8 - Goal-Setting and Decision-Making combined
<p><u>9 session:</u></p> <ul style="list-style-type: none">1 - Myself2 - Personal and Family Values3 - Communication and Masculinity4 - Sexuality5 - Dating Violence6 - Abstinence and Contraception7 - Sexually Transmitted Infections8 - Goal-Setting and Decision-Making combined9 - Parenthood	<p><u>7 session:</u></p> <ul style="list-style-type: none">1 – Myself and Personal/Family Values combined2 - Communication and Masculinity3 - Sexuality4 - Dating Violence5 - Abstinence and Contraception6 - Sexually Transmitted Infections7 - Goal-Setting and Decision-Making combined
	<p><u>6 session:</u></p> <ul style="list-style-type: none">1 – Myself and Personal/Family Values combined2 - Communication and Masculinity3 - Sexuality4 - Dating Violence5 - Abstinence and Contraception6 - Sexually Transmitted Infections